

WP6 - Sustainability final reporting (D6.6): Sustainability Action Plan (based on D6.2, D6.3, D6.4, D8.6)

**“INTERnationalization at Home: Embedding
Approaches and Structures to Foster
Internationalization at Western Balkans / INTERBA”**

Project reference No.: 610429-EPP-1-2019-1-AL-EPPKA2-CBHE-JP

(Work package 6 / Work package 8)

September 2023

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Document information

Project Acronym:	INTERBA
Programme:	Erasmus + Key Action 2 Capacity Building in the field of Higher Education
Duration:	15/11/2019-14/11/2023
Grant Agreement #:	2019 – 2024 / 001 - 001
Project Number:	610429 – EPP-1-2019-1-AL-EPPKA2-CBHE-JP
Start date:	30.05.2023
Related Work Package	WP6 – Sustainability
Lead Organisation	P3 – TUHH
Dissemination level	Institutional level

History

Version	Date	Submitted by	Reviewed by	Notes
V01	30.05.2023	TUHH	Olena Soltmann	1 st draft prepared
V02	25.08.2023	TUHH	Olena Soltmann	Update following the Sustainability & Exploitation workshop results
V03	27.09.2023	TUHH	Olena Soltmann	Final version prepared

INTRODUCTION

The present document has been drafted as part of Work Package 6 - Sustainability and represents the final revision of the INTERBA project sustainability plan, which also includes the action plans for the sustainability of the project results. The objectives of this document are as follows:

- To create sustainable models and action plans for the efficient and effective utilisation and sustaining of the main INTERBA project outcomes after the project end.
- To develop sustainability indicators (KPIs) and assessment methodologies.
- To develop monitoring and reporting methods.

1. Sustainability measures and methods

This document intends to summarise all project activities and efforts related to the sustainability of the project and its outcomes in order to ensure the long-term impact of the project. This document highlights all core project outcomes described in the Sustainability Methodology (D6.1), the Exploitation and Scalability Strategy (D8.2) and the Financial and Institutional Sustainability Strategic Plan (D8.6).

The document also focuses on the specific measures to sustain these outcomes and derives the key performance indicators (KPIs) for sustainability. All measures and KPIs were validated by the consortium partners at the Sustainability and Exploitation Workshop in the last six months of the project.





Figure 1: INTERBA Sustainability & Exploitation Workshop (Hamburg, 31.05.2023-02.06.2023)

Table 1 below provides the overview of the INTERBA project outcomes and related sustainability efforts and resources. The project adopted a structural approach to project sustainability, the methodology of which is shown in Figure 1.

Building on the sustainability methodology, the INTERBA Sustainability Action Plan has been prepared by following steps: (i) review and assessment of the respective project landscape in terms of sustainability efforts and opportunities for sustainability of the project outcomes; (ii) drafting of the specific KPIs for sustainability of the core project outcomes; (iii) prioritisation of the sustainability targets and assessment of the KPIs by the Sustainability and Exploitation Workshop; (iv) synthesis of the results and elaboration of sustainability recommendations. The timeline for the development of the Final Sustainability Action Plan is shown in Figure 2

Table 1: INTERBA Sustainability measures

Project Outcomes	Strategy to ensure the sustainability of the project outcomes	Resources to ensure the sustainability of the project outcomes	Where will these resources be obtained?
Training and re-training courses produced in the project (WP3)	Validated newly developed courses by target groups	Trained lecturers and experts to update the courses for target groups	Internal operation capacities of PCIs

Pedagogic model (SCATE) applied and validated during the training (WP4)	Validation of the pedagogic model by the lecturers and directly by the target groups (e.g., students, staff)	Trained lecturers for the implementation of the teaching methodologies (Re-training)	Internal operation capacities of PCIs
Train-to-Trainers (TtT) workshop (WP4)	Validated train-to-trainer approach through the lecturers and target groups	Trained lecturers for the application of the TtT approach in the usual practice and other initiatives	Internal operation capacities of PCIs
Training and Re-training methodological toolkit (WP4)	Replicability of the Training and Re-training methodological toolkit to another activities and initiatives	Trained lecturers for the application of the training and re-training toolkit in the usual practice and other initiatives	Internal operation capacities of PCIs
E-learning (Moodle) platform (WP5)	Support and regularly update the courses after the project is finished	Trained university staff for maintenance and updating of the E-learning platform	Internal organisational and operational capacities of PC universities. Internal financing of PCIs.
Network of knowledge experts	Exchange of good practices and network model for the knowledge experts D	Trained experts for knowledge transfer and networking	Internal organisational and operational capacities of PCIs
Knowledge repository generated in the project (WP2)	Validated approach to bridge knowledge request and knowledge cases	Trained lecturers to update the knowledge repository	Internal operational capacities of PCIs
Prioritisation expertise areas (WP2)	Validated prioritisation approach for knowledge request	Trained lecturers to align the knowledge request with the expertise areas	Internal operational capacities of PCIs

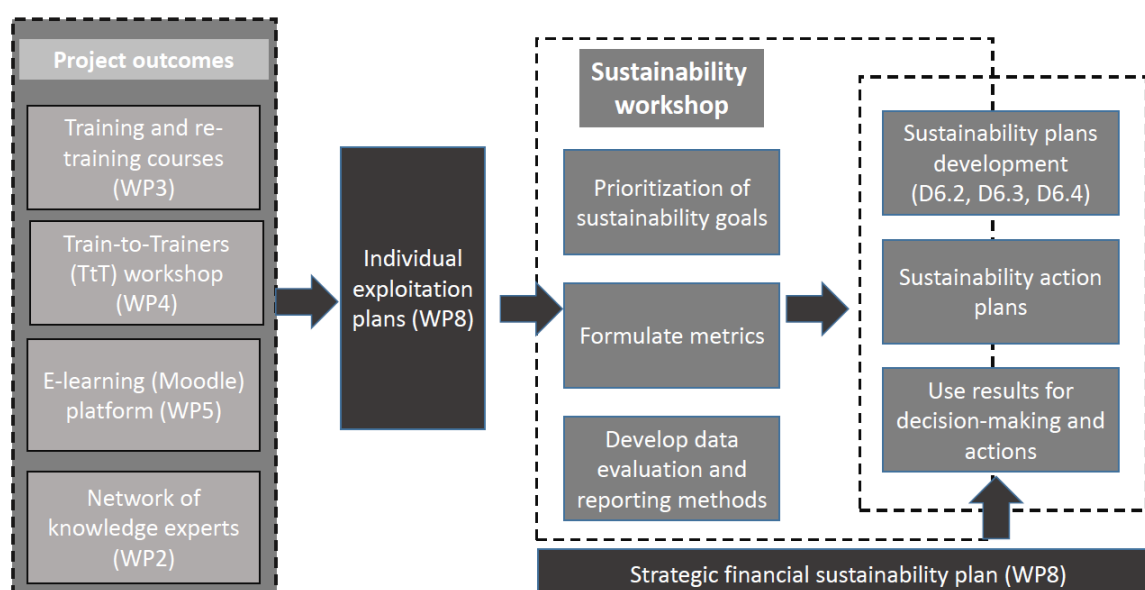


Figure 2: INTERBA Sustainability methodology

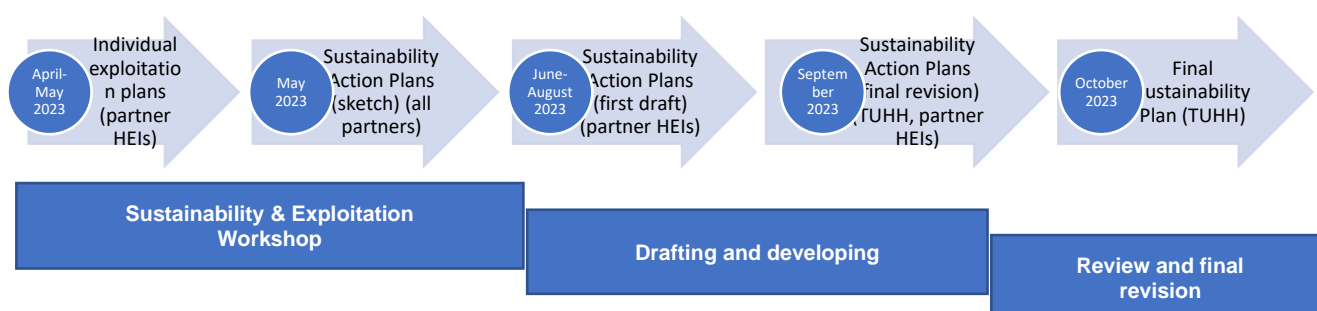


Figure 3: Timeline for the development of the Sustainability Action Plan

2. Sustainability Key Performance Indicators (KPIs)

The crucial aspect of the sustainability plan is the KPIs that enable the sustainability of the project and its main outcomes to be captured, measured, and evaluated. The KPI landscape was developed in the early stages of the INTERBA sustainability strategy and then prioritized and validated through communication and brainstorming sessions within the project consortium in the respective workshops and meetings. For the KPIs, there are 6 groups of project outcomes, which have been categorized as follows:

Group A-C: Training and re-training courses and the e-learning platform (D6.2)

Group D: Train-the-Trainers workshop (D6.3)

Group E: Network of knowledge experts (D6.4)

Group F: Financial and institutional sustainability of the project outcomes.

2.1. KPIs for the training and re-training courses and the e-learning platform (D6.2)

There are basically three groups of KPIs defined for the sustainability of the training, the retraining courses as well as the e-learning platform (online course platform). The consortium considers that the quality and relevance of the courses offered under the INTERBA project is a paramount factor for the success of all project interventions. Group A is supposed to measure the satisfaction level of the target groups with the project courses. In the view of IaH, the consortium pays strict attention to the translation of the materials into the national languages and sets the KPIs on the number of translated courses - this is an essential prerequisite to increase the usability of the learning material by a wide audience. In addition, the consortium believes that the learning outcomes of the courses offered are of major importance. For this reason, on country-dependent basis, specific measures are taken at some universities to ensure the recognition of courses (e.g., micro-credentials), and the collection of KPIs to track this aspect is also important for the sustainability plan. Next, the courses should not only be of high quality, but also easily accessible, especially with respect to the Internationalisation-at-Home view (Group B) to ensure the multiplier effect pertaining to the original idea of the project proposal. For the e-learning platform, apart from the accessibility

of the content, it is also important that it is visible to the potential regional stakeholders, e.g., companies and other universities that are not part of the consortium (Group C).

2.2. KPIs for the Train-the-Trainers workshop (D6.3)

To measure the sustainability of the train-the-trainer workshop, including the SCATE pedagogical model, the consortium considers Group D to assess the level of uptake and replication of the pedagogical models and best practices in the partner HEIs. This group of indicators encompasses not only the absorption of project tools and practices, but also the involvement of local actors (companies, policy makers) in course design, e.g., pilot courses as well as in follow-up activities.

2.3. KPIs for the network of knowledge experts (D6.4)

This group of indicators addresses the visibility of the project's knowledge experts and the core criteria for measuring the network's extensibility, expandability, and quality. The extensibility of the network should be measured by the extent to which the knowledge experts are involved in the platform and the expandability - by the productivity of the consortium's networking. The quality of the network translates into the efficiency of exchanges and mutual benefits in joint research initiatives, study programmes, learning courses, but also in joint research proposals and endorsed projects. However, the project does not only regard the academic network, but goes beyond the scope of academic networking and strives to achieve the impact of the project on the local ecosystem, in particular on the business community and local policy makers. To this end, the consortium defines the quality of the collaboration with the local ecosystems through the number of joint initiatives as well as collaborative projects and partnerships that will facilitate the transfer of the generated knowledge. Group E has been defined to measure the sustainability of the network of knowledge experts.

2.4. KPIs for the institutional and financial support (D8.6)

Institutional support and financial capabilities are fundamental for the overall sustainability of the project. In the context of the project results, the consortium considers the further expansion and extension of the knowledge repository to be critical. For that reason, Group F has been defined to measure the institutional and financial sustainability, focusing on the operational, administrative, and financial resources of the partner HEIs to further extend knowledge, expand the e-learning platform and increase the number of courses transferred.

The INTERBA sustainability plans (D 6.2, D 6.3, D 6.4, and D 8.6) are presented below, which aim to address the necessary actions for the sustainability of INTERBA results to ensure the above KPIs.

3. Sustainability plans for core project outcomes

3.1. Sustainability plan for training and re-training courses and the e-learning platform (D6.2)

Sustainability of the training and re-training courses and the e-learning platform

The sustainability of the courses and the training offer is ensured by: (i) the availability of the freely accessible courses and educational materials (open educational resources); (ii) the availability of the training offer and the e-learning platform after the end of the project. The action plan (D6.2) aims to elaborate the measures in a short- and long-term perspective, to analyse the stakeholders as well as to monitor the acceptance of the target groups with the training offer. The sustainability of the e-learning platform focuses on the further development of the platform's content in order to offer high-quality and more lucrative content based on the knowledge repository and the acquired experience of the knowledge network's experts.

The Sustainability plan is based on the exploitation plans of the individual partner universities defined in D8.2.

Key questions to be answered:

- 1) *What measures have to be undertaken to sustain the courses and the e-learning platform? What measures are required to ensure the continuous availability, accessibility, and relevance of the platform content also in the context of the follow-up courses? Which platform can you/your institution use beyond the current project website and e-learning (Moodle) platform for open educational resources (OERs)? How can you get local businesses and other stakeholders to use the OERs and practicable solutions available on the project website & e-learning platform?*
- 2) *Which actors need to be involved in these special actions and tasks? What skills and competencies for the involved actors are needed? How will you ensure the availability/acquisition of these competences and skills?*
- 3) *What are the barriers and obstacles on the way to achieving the sustainability measures? How will you overcome these obstacles?*
- 4) *What is the (realistic) time horizon for these specific sustainability actions?*
- 5) *What resources (financial, organisational, operational, human) are required? To what extent and how will you allocate these resources?*
- 6) *Which unit in your institution is responsible for implementing these specific sustainability actions?*

Description

With the aim of sustaining the project courses and the online platform (e-learning), the INTERBA consortium considers the following aspects:

- **Administration of the platform:** For the duration of the project, the administration of the e-learning platform has been carried out by the administrator appointed by the project. After the end of the project (>2 years), the administration of the platform should be taken over by the partner universities (with the central hosting function at UET).
- **Relevance of the platform and courses content:** After the end of the project, the partners are responsible for updating the platform content (annual update). Digital marketing will be used to attract the interest and awareness of local businesses, schools, and universities.

The courses will become more relevant when we offer certificates of completion and attendance. The motivation of potential interested parties might be higher after Bosnia and Herzegovina gained the status of an EU candidate country with several project application opportunities available from then on. Appropriate content management mechanisms (i.e., measures to manage and update course content and online instructional materials on the platform) should ensure the timely revision and updating of existing materials, the creation of new content and ensure the accuracy and relevance of course content. Possible measures to engage the subject experts in their courses and to update the existing course material will be ensured through the partner universities' networks (e.g., using existing contacts with industrial boards, local business, local authorities). Quality assurance practices according to the common quality practices in higher education and partner universities will ensure monitoring and evaluation of the effectiveness of the courses and the e-learning platform.

- **Access to the contents of the platform and courses:** The university management in terms of the relevant actions should carry out the organisational arrangement, issue the formal procedures and documents, support the coordination teams regarding the e-learning platform and its exploitation after the project lifetime (>2 years). All partner HEIs have in-house e-platforms (including Moodle, such as at UP and UNI) as well as trained university staff with the skills and competencies required for further exploitation. As soon as available, the PR teams of the partner universities (e.g., UT) will take care of the marketing and promotion of the platform. Besides, the platform can be cross-linked with the existing learning and management platforms at the partner universities (e.g., UP www.studenti.uni-pr.edu; UNI <https://elearning.universum-ks.org/login/index.php>) The coordination teams responsible for the e-learning platform should be able to grant timely access to the platform content to all interested parties by submitting an application.
- **Scalability of the platform and courses content:** The platform aims to increase awareness and scalability of its content among relevant stakeholders such as educational institutions, non-profit organisations, as well as primary target groups such as students, university staff, company representatives, etc. With the initial idea of the proposal to transform the generated knowledge capital into educational content, the platform is designed (i.e., design for scalability) to reach a critical mass of individuals who are interested in the content offered as well as in its further developments.
- **Recognition and accessibility of courses:** The recognition of the courses offered (2 pilot courses by each partner HEI) as well as of the trainers qualified for the courses is very important for the sustainability of the project. The partner HEIs strive as much as possible for the recognition of the project courses through specific efforts for recognition by the local authorities or micro-certificates (this issue, however, depends on the national regulations of the partner HEIs, i.e., the rules may be different for Albania, Kosovo, Bosnia and Herzegovina. These country-specific regulations are to be examined already during the project duration and to be applied for the necessary formalities (e.g., the UT case).

All the above measures are taken into account for the short term - 6 months after the project end and for the long term - 2 years after the project end. The concrete measures and barriers for the sustainability of the courses and e-learning platform are summarised in the following Table 1.

Table 1. Sustainability measures and barriers for the INTERBA courses and e-learning platform

Concrete sustainability measures	Actors	Barriers and measures to overcome the barriers	Time horizon	Resources	Responsible
Permanent platform (Moodle): Administration	Management, IT team Project office of partner HEIs	<ul style="list-style-type: none"> Lack of interest. Resistance to change and introduction of new technologies & changes to the e-learning. Limited Institutional Support 	2-3 years	Existing e-platform (Moodle)	Assigned team; project offices and persons in charge for each partner HEI
Permanent platform (Moodle): Regularly update	Management, IT team Professors and HEIs trainers	<ul style="list-style-type: none"> Lack of commitment of trainers to update or create new content for the courses. Financial Constraints for sustaining and updating courses (i.e., ongoing financial resources for infrastructure maintenance, contact development, technical support, and staff training) 	2-3 years	Existing e-platform (Moodle)	Management Professors and trainers/ Departments and faculties
Updating of the courses	Professors and trainers	<ul style="list-style-type: none"> Lack of interest, time constrains. Lack of interest of local businesses. Resistance to change. 	2-3 years	Online instructional material (Moodle)	Professors/ Departments and faculties
Assistance for the e-learning platform for trainers	UT trainers	<ul style="list-style-type: none"> Lack of human resources 	3 years minimum	Human resources	Departments and faculties

Table 2. Sustainability KPIs (targets, evaluation, responsibilities) for training and re-training courses and the e-learning platform (Group A-C, D.6.2)

Purpose	Examples of sustainability indicators	Data to be reported	Evaluation method	Assessment and reporting		Target	
				Type of reporting periodically, annually etc. (i.e., using university analytical and monitoring systems – if any)	Responsible unit	Short-term (end of the project)	Long-term (> 2 years)
Group A: To measure the level of satisfaction of the course's users and stakeholders	# Level of satisfaction of the participants with the courses	Percentage of the course's acceptance	Qualitative metric	Periodically	QA office	>30% level of satisfaction	>50% level of satisfaction
	# Number of courses designed to involve students and other target groups in the collaborative work	List description and of courses	Quantitative metric	Periodically / annually	Project offices, Departments/ faculties e.g., Business and Management Department (UNI); Faculty of Electric and Computer Engineering International Relation Offices	>10 (incl. PBL and POBL courses) UP	>10

	# Number of dedicated courses that address sustainability and the SDGs	List description and of courses	Quantitative metric	Periodically / annually	Departments/ faculties	>10	>10
	% of flexibility of learning paths with respect to participants diversity (e.g., age, gender, social and health background)	Percentage of courses with flexible modalities (i.e., modes, sequence, learning instructions); List of participants	Qualitative metric	Periodically / annually	Departments/ faculties	4 courses (incl. online and hybrid courses)	6 courses
	# Number of educational materials translated into the national languages	List of courses/materials, list of languages	Quantitative metric	Regularly (as required)	Departments/ faculties	12	>50%
	# Number of courses recognised by institutions and/or local and national authorities (e.g., micro credentials, certification, accreditation of trainers)	List of courses, list of recognised trainers	Qualitative/ quantitative metric	Regularly (as required) Country-dependent	Departments/ faculties (UT case)	4	6
Group B: To measure the extent of open access to the courses	# Number of courses free accessible via project website & e-learning platform	List description and of courses	Quantitative metric	Regularly (as required)	Project offices, Departments/ faculties	12	18 (1 new course at each partner HEI)
	# Level of access to educational resources for persons not studying at the university (life-long learning)	List of participants	Quantitative metric	Regularly (as required)	Project offices, Industrial boards, Departments/ faculties	12	12

Group C: To measure the extent of engagement of the regional stakeholders in the e-learning platform	# Number of regional stakeholders engaged to use the educational resources (courses, e-learning platform)	Organisation name, region/country, website	Quantitative metric	Periodically / annually	Project offices, Industrial boards, Departments/faculties	>75% stakeholders	>75% stakeholders
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3.2. Sustainability plan for Train-the-Trainers workshop (D6.3)

Sustainability of the pedagogic model and Train-the-Trainers (TtT) workshop

The sustainability of the educational model and the TtT workshop will be ensured by the following: (i) the ability of the partner universities to use the educational models and practices for a wide target group, (ii) the ability of the partner universities to diffuse the educational models and practices in further follow-up initiatives. The action plan (D6.3) aims to elaborate the measures in a short- and long-term perspective, to analyse the involved actors and barriers, as well as to monitor the respective KPIs.

Key questions to be answered:

- 1) What measures have to be undertaken to sustain the pedagogic models and train-the-trainer workshop at your institution?
- 2) Which actors need to be involved in these special actions and tasks? What skills and competencies for the involved actors are needed? How will you ensure the availability/acquisition of these competences?
- 3) What are the barriers and obstacles on the way to achieving the sustainability measures? How will you overcome these obstacles?
- 4) What is the (realistic) time horizon for these specific sustainability actions?
- 5) What resources (financial, organisational, operational, human) are required? To what extent and how will you allocate these resources?
- 6) Which unit in your institution is responsible for implementing these specific sustainability actions?

Description

The main issue in the sustainability of the pedagogical model is the continued use of the SCATE framework (promoted by MDX) in regular teaching by the trained teaching staff. The SCATE materials are available to teachers even after the INTERBA project ends. In addition, the SCATE

trainings can also be delivered by the partner HEIs to the target audience as part of the retraining activities, ensuring the multiplier effect of the project. The trained staff is able to conduct the required trainings at the home universities that sustain the pedagogical model after the project ends.

The Train-the-Trainer (TtT) workshop within the project aimed to spread the knowledge generated by the partner universities. In this context, the trained staff (at least 2 persons from each partner HEI) is able to further replicate the project trainings at the home universities for the usual teaching practice as well as for the follow-up projects.

The actions and barriers to sustainability of the pedagogical and TtT workshop models are summarised in Table 3.

Table 3. Sustainability measures and barriers for the INTERBA pedagogic model and the Train-the-Trainer workshop

Concrete sustainability measures	Actors	Barriers and measures to overcome the barriers	Time horizon	Resources	Responsible
Existing pilot courses (Lifelong learning and training the trainers)	TtT/Students/Academic staff/Administrative/ Business stakeholders	Low interest/Collaboration with scientific research units Lack of financial resource (digital marketing, government support, institutional support – incl. certification in SCATE framework for new appointed teaching staff as the requirement)	3 - 5 years	TtT E-learning platform Online instructional material INTERBA trainers and new appointed trainers INTERBA equipment	Project office, Departments/faculties University management Teaching office IRO
Collaboration with scientific research units	Tot/Students/Academic staff/Administrative/ Business stakeholders	Institutional bureaucracies/ organisation of continuous meetings and workshops	3 years minimum	TtT INTERBA trainers	Research units at the HEI
Establish annual join workshop led by INTERBA partner institution from B&H	INTERBA trainers University management	Lack of interest and university commitment Lack of financial resources	3 years	INTERBA trainers and new appointed trainers	Project office, Departments/faculties University management

					Teaching office IRO
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Table 4. Sustainability KPIs (targets, evaluation, responsibilities) for pedagogic model and Train-the-trainers workshop (Group D, D.6.3)

Purpose	Examples of sustainability indicators	Data to be reported	Evaluation method	Assessment and reporting		Target	
				Type of reporting periodically, annually etc. (i.e., using university analytical and monitoring systems – if any)	Responsible unit	Short-term (end of the project)	Long-term (> 2 years)
Group D: To measure the extent of adoption of new pedagogical models and practices	# Number of training courses that incorporate the SCATE model	List and description of courses/programmes	Quantitative metric	Periodically Attendance List No of enrolled people on Moodle	Project office Departments/faculties	12 existing pilot courses	18 courses (1 new course for each partner HEI)
	# Number of retraining courses implemented in the local target groups	List and description of courses/programmes	Quantitative metric	Periodically Attendance List No of enrolled people on Moodle	Project office Departments/faculties	12 retraining courses	24 courses

	# Number of courses designed to involve actors of the knowledge triangle (business, policy makers)	List and description of courses/programmes	Quantitative metric	Periodically Attendance List No of enrolled people on Moodle	Project office Departments/faculties Industrial boards	4 existing pilot courses	6 courses
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3.3. Sustainability plan for network of knowledge experts (D6.4)

Sustainability of the network of the knowledge experts

The sustainability of the knowledge experts' network is ensured by several elements. First, the knowledge experts' ability to build, sustain and expand inter- and intra-institutional networks. Next, the knowledge experts are able to prioritise research areas that are relevant to local communities and businesses and expand the knowledge repository around these strategic areas. They also need to be able to build joint research initiatives and networks with international partners and experts to deepen the research agendas. And last but not least, the ability of knowledge experts to further propagate the ideas of IaH in university curricula, courses, and practices. The action plan (D6.4) aims to elaborate the measures in a short- and long-term perspective, to analyse the involved actors and barriers, as well as to monitor the respective KPIs. The barriers and measures to sustainability of the knowledge expert network are summarised in Table 3.

Key questions to be answered:

- 1) *What measures have to be undertaken to sustain the network of the knowledge experts? How will you ensure the follow-up initiatives (e.g., training, joint research) for knowledge experts? What measures do you need to extend/strengthen the knowledge repository and network of knowledge experts at your institution?*
- 2) *Which actors need to be involved in these special actions and tasks? What skills and competencies for the involved actors are needed? How will you ensure the availability/acquisition of these competences?*
- 3) *What are the barriers and obstacles on the way to achieving the sustainability measures? How will you overcome these obstacles?*
- 4) *What is the (realistic) time horizon for these specific sustainability actions?*
- 5) *What resources (financial, organisational, operational, human) are required? To what extent and how will you allocate these resources?*
- 6) *Which unit in your institution is responsible for implementing these specific sustainability actions?*

Description

Maintaining the INTERBA network of knowledge experts is an important aspect for the sustainability of the project. The consortium will manage this through the e-learning platform, which will involve the knowledge experts with the relevant courses and experience profiles. Following the original idea of the project, namely, to make the knowledge of the partner universities widely accessible, the consortium aims to expand the existing network through the engagement of new trainers (via university-specific communication channels, LinkedIn, etc.) – for use the SCATE model, for the transfer of knowledge in the learning content as well as for the exposure of the knowledge at the respective partner institution. To this end, the annual training of experts (i.e., B&H annual workshop) will facilitate the implementation of expertise in learning and increase the number of experts with specific expertise and knowledge. This engagement is primarily measured by the number of registered experts on the Moodle platform. Next efforts will be made to attract local businesses to the business-relevant courses (4 existing pilot courses in the consortium) and to develop new courses based on business needs. These efforts will be measured by the number of partnership agreements (e.g., MoUs) each partner university signs with local companies. The actions and barriers to sustainability of the knowledge expert network are summarised in Table 5.

Table 5. Sustainability measures and barriers for the network of the knowledge experts

Concrete sustainability measures	Actors	Barriers and measures to overcome the barriers	Time horizon	Resources	Responsible
Registration of experts, trainers, and trainees in the Moodle platform	Academic and non-academic staff, PhD students	Low commitment of experts to interact with the platform	Registration of experts, trainers, and trainees in the Moodle platform	Academic and non-academic staff, PhD students	Low commitment of experts to interact with the platform

Table 6. Sustainability KPIs (target, evaluation, responsibilities) for the network of knowledge experts (Group E, D6.4)

Purpose	Examples of sustainability indicators	Data to be reported	Evaluation method	Assessment		Target	
				Type of reporting periodically, annually etc.	Responsible unit	Short-term (end of the project)	Long-term (> 2 years)

				(i.e., using university analytical and monitoring systems – if any)			
Group E: To measure the research performance and the extent of the functional efficiency of the expert network	# Number of knowledge experts visible on the academic network and platforms	List of experts' profiles, reference identifier and type of identifier (e.g., ORCID Researcher ID)	Quantitative/ qualitative metric	Extend the network through LinkedIn	Project office	120	150
	# Number of new partnerships established with the knowledge experts	Organisation name, website, region/country, description of activity, nature of partnership (agreement, contract, MoU, etc.)	Quantitative metric	Partnership agreements	Project office	6	>20%
	# Number of research and cooperation proposals (incl. submitted but not successful for funding)	List and nature of proposals, evaluation of proposal	Quantitative metric	Report	Project office IRO	43	>30%
	# Number of approved grants/paid grants	Type and value of grants	Quantitative metric	Report	Project office IRO University management	3	>30%
	# Number of trained staff able to provide the follow-up IaH activities such as international courses (formal and non/formal),	Name and CVs of staff, List of services and products	Quantitative/ Qualitative metric	List of experts Questionnaires	Project office Teaching office	35	70

	marketing service, research-based service, international partnership brokerage, etc.						
	# Number of trained staff able to prioritise the strategic areas of the knowledge repository and e-learning platform	Name and CVs of staff	Qualitative metric	Report	Project office Departm ents/facul ties	57	70

3.4. Financial and institutional sustainability strategic plan (D8.6)

Financial and institutional sustainability of the project outcomes

Financial and institutional sustainability is ensured by the following elements: acceptance of the project outcomes by stakeholders and institutional support to sustain the project outcomes after the project ends. We consider the follow-up phase of the project as 2 years after the project end, during which the project outcomes should be maintained and used for the benefit of the project stakeholders.

For the strategic areas of INTERBA sustainability, the project will need the operational, financial, and organisational capacities. The aim of this action plan (D8.6) is to define the actions and capacities needed for the sustainability of the main project outputs:

- Knowledge repository and expert network.
- Training courses.
- E-learning platform (at consortium level)
- Pedagogical models and Train-the-Trainer workshop model.

Key questions to be answered:

- 1) *What measures need to be taken to maintain the main INTERBA project outcomes at your institution?*
 - *Where would you get the capacity and resources to maintain (i.e., to enable access to, update and use of) the knowledge repository and the expert network?*
 - *Where do you get the capacity and resources to update the course content (i.e., as a result of the extended knowledge repository, new projects, new developments (technological, social, environmental))?*

- Where do you get the capacities and resources to maintain and update the e-learning platform (Moodle platform provider) as well as to use the contents of the e-learning platform (partner institutions)?
- Where do you get the capacity and resources to transfer the pedagogical and train-the-trainers models to other projects and initiatives?

- 2) Which actors need to be involved in these specific actions and tasks?
- 3) What are the barriers and obstacles on the way to achieving the sustainability measures? How will you overcome these obstacles?
- 4) What is the (realistic) time horizon for these specific sustainability actions?
- 5) What resources (financial, organisational, operational, human) are required? To what extent and how will you allocate these resources?
- 6) Which unit in your institution is responsible for implementing these specific sustainability actions?

Description

The fundamental aspect for the sustainability of the project is institutional and financial support, which is understood in terms of organisational, administrative, and material capacity to maintain the knowledge repository and the other project outcomes. Generally, the consortium has stressed the high level of commitment of the stakeholders involved, such as project teams, faculty/department staff and university rectorate, as the foremost condition for the sustainability of the INTERBA results after the project end. Crucial is the endeavour to disseminate the project results to the other HEIs in Albania, Kosovo and Bosnia and Herzegovina, as well as to the regional ecosystems and the wider society. The integrated dissemination strategy can support this intention. Given the dynamic nature of the knowledge repository, the consortium intends to consider both the horizontal expansion of the repository (i.e., the increase in courses resulting from knowledge transfer) and the vertical expansion of the repository (i.e., the increase in the number of enrolled participants, trainers, experts, and networks) for the purposes of sustainability. In this sense, crucial are the following aspects:

Actively seeking funding programmes to expand knowledge & the boundaries of the knowledge repository: The consortium actively seeks funding programmes and competitive calls for proposals to extend the knowledge (with new solutions, concepts, and best practices) that can emerge from the follow-up activities and initiatives. The commitment of the university rectorate and faculties/departments, as well as supporting structures with operational capacity, are needed to manage the follow-up activities initiated by the consortium. The support of policy makers and NCPs is important here in order to raise awareness among partner HEIs of possible funding instruments.

Facilitating the knowledge transfer to enlarge the courses: The consortium was extremely engaged to transfer the generated knowledge into practicable courses. In order to continue the transfer of knowledge, the capacity and expertise of faculty/department staff is needed to prioritise the practice-relevant knowledge. The network of experts will play the supportive function and bring in the common learning and shared resources.

Facilitating the integration of the knowledge repository and courses: The consortium considers standardisation of courses (to build a uniform knowledge base) and recognition of courses (in the form of accreditation by national authorities for courses relevant to university curricula and in

the form of micro-credits for short extracurricular courses) as a crucial factor. The national authorities, quality assurance and accreditation bodies can support with valuable guidance on project strategic plans.

The measures and related barriers to financial and institutional sustainability are summarised in Table 7.

Table 7. Measures and barriers to financial and institutional sustainability of the project outcomes

Concrete sustainability measures	Actors	Barriers and measures to overcome the barriers	Time horizon	Resources	Responsible
Update the repository with experts from new EU projects	Academic staff/stakeholders	Involvement/Continuous networking	2 years	Trained staff Network of knowledge experts	Academic staff/stakeholders
Applying for the further EU funding (follow-up activities)	Academic staff, university management	High competition to absorb EU funding Lack of capacities and overload of the HEI staff Motivation of the staff	3 years	Trained staff Network of knowledge experts	Academic/Administrative staff
Follow-up workshops (incl. capacity building activities)	University management, Students, Academic Staff, Industrial Board	Lack of awareness and participation Limited resources Scheduling conflict Limited time and competing priorities. Resistance to change Limited resources	3 Years	Trained staff	Units responsible for budget and financial issues (rectorate, university management, financial office, IRO)
Integration into Curricula and Programs	Academic staff, university management	Inflexibility of existing curricula Limited resources Alignment with accreditation requirements to faculty programs	3 Years	Trained staff Pedagogical model	Units responsible for budget and financial issues (rectorate, university management, financial office, IRO)

Collaboration and Partnership Building	Academic staff, university management	Competing priorities and interests Resources limited Administrative and legal barriers	3 Years	Trained staff e-platform	Units responsible for budget and financial issues (rectorate, university management, financial office, IRO)
New international projects will be used to expand the Knowledge repository using SCATE methodology	Academic staff, IRO	Motivation of the staff involved in the projects	3 Years	Trained staff INTERBA equipment	Project office Departments/faculties IRO
Utilisation of the partner eUniversity platforms	ICT office	Maintenance issues for the e-platforms	5 years	Trained staff e-platform	Project office IT departments
Blended and Distance learning-short intensive programs created and used	University management	Motivation of the staff Overload of the staff Lack of interest for these courses	5 years	Trained staff Government funding	Teaching office Departments/faculties

Table 8. Sustainability KPIs (target, evaluation) for the institutional and financial sustainability (Group F, D.8.6)

Purpose	Examples of sustainability indicators	Data to be reported	Evaluation method	Assessment		Target	
				Type of reporting periodically, annually etc. (i.e., using university analytical and monitoring systems – if any)	Responsible unit	Short-term (end of the project)	Long-term (> 2 years)
Group F: To measure the sustainability of the project results in	# Extent of expansion of the project's knowledge repository (e.g., by transferring research	List of research results transferred to the knowledge repository	Quantitative/ Qualitative metric	New courses from knowledge cases	Project office	12	<30%

terms of institutional and financial support	results into practicable courses)				Departments/faculties		
	# Extent of the expansion of the e-learning platform with the updated knowledge repository	List of best practices and solutions available on the e-learning platform	Quantitative/Qualitative metric	List of courses created on the Moodle	Project office Departments/faculties	12	<30%
	# Level of improvement of university quality assurance and accreditation mechanisms following the proposed project approaches	Number of courses recognised by institutions and/or local and national authorities that originate from the knowledge repository	Quantitative/Qualitative metric	Updating the platform with new content about courses/ Use of SCATE methodology for HEI courses	Project office Departments/faculties	4 recognised by the HEI (UT)	2 (HEI) and 2 (national)

4. INTERBA Action plan and summary of the consortium's specific efforts

Time frame	Action	Consortium/ institutional level	KPIs	Deliverable
2023 plus 2 years min.	eLearning platform administration and regular update	UET/Partner HEIs	Group B, C	D6.2
2023 plus 2 years min.	Updating the platform's content and courses on demand	Partner HEIs	Group A-C	D6.2
2024, 2025	Annual joint workshop led by INTERBA partner HEIs from B&H	UNTZ/UNMO	Group D	D6.3
2023 plus 2 years min.	Cultivation of the expert network through registration/integration of new experts	Partner HEIs	Group E	D6.4
2024, 2025	Follow-up workshops and capacity building activities	Partner HEIs	Group F	D8.6
Continuously	Leveraging the eUniversity platforms of the partners	Partner HEIs	Group F	D8.6
Continuously	Active seeking & applying for further EU funding	Consortium partners, networks	Group E, F	D8.6
2023 plus 2 years min.	Replenishing the knowledge repository with new knowledge	Partner HEIs	Group F	D8.6

5. Summary of the sustainability related KPIs

Based on the results of the Sustainability & Exploitation workshop, the project consortium has defined the targets for the KPIs for distinct groups. Remarkably, in the final phase of the project (last 6 months), the consortium established a clear trend to increase the KPI targets for the follow-up phase of the project. This again demonstrates the strong commitment of the project experts to the continuation of the knowledge repository and the core project outcomes.

The Figures 4-9 below summarise the sustainability KPIs by specific KPI groups.

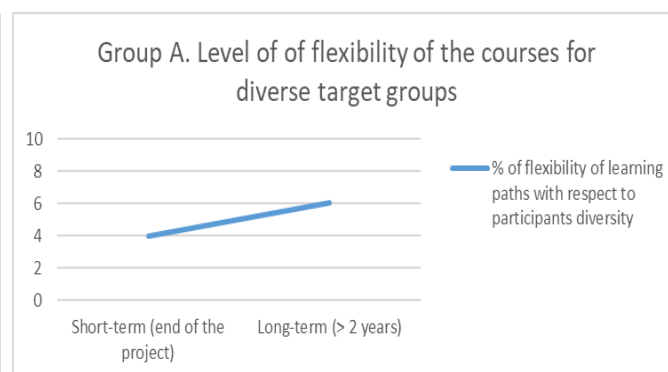
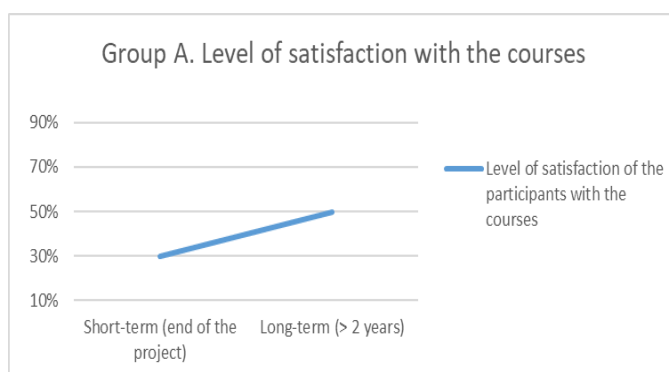
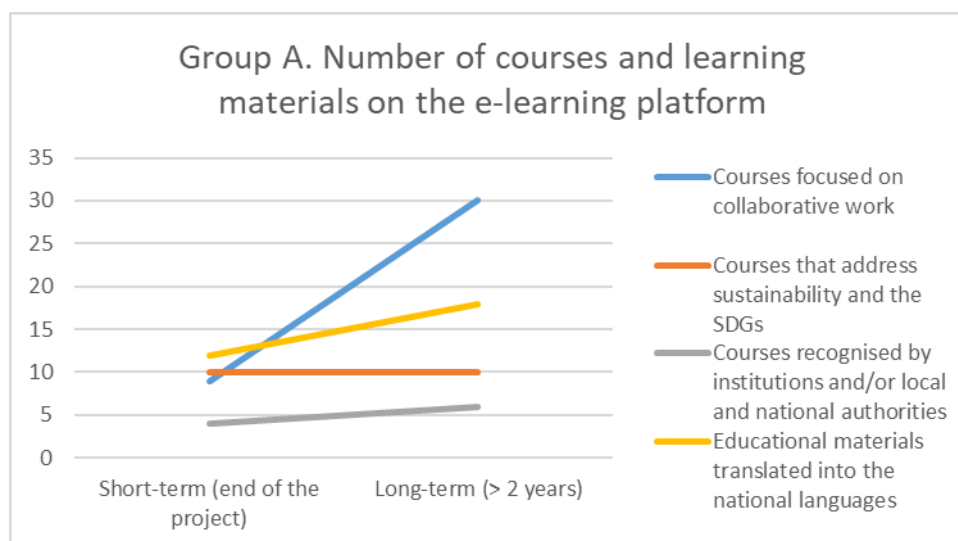


Figure 4: KPIs for sustainability of the INTREBA training and re-training courses and the e-learning platform (D6.2): Measurement of the level of satisfaction of the courses' users and stakeholders (Group A)

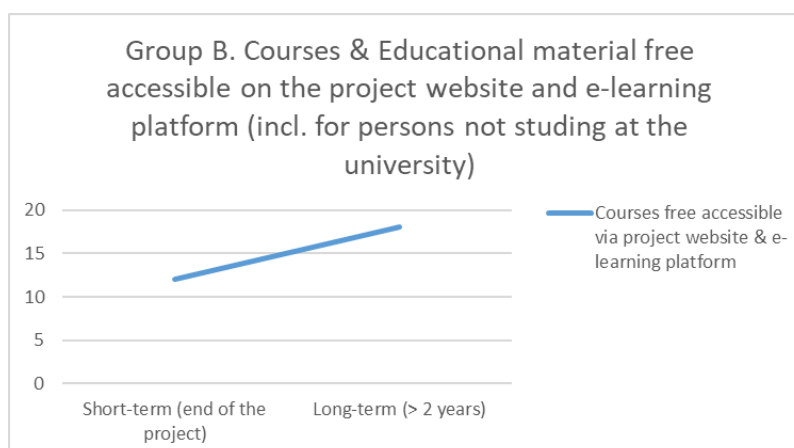


Figure 5: KPIs for sustainability of the INTREBA training and re-training courses and the e-learning platform (D6.2): Measurement of the extent of open access to the courses (Group B)

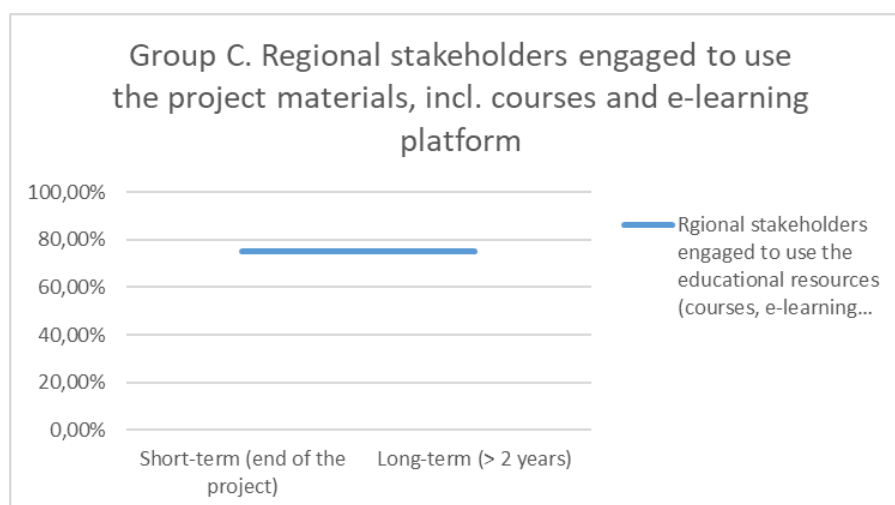


Figure 6: KPIs for sustainability of the INTREBA training and re-training courses and the e-learning platform (D6.2): Measurement of the extent of engagement of the regional stakeholders in the e-learning platform. (Group C)

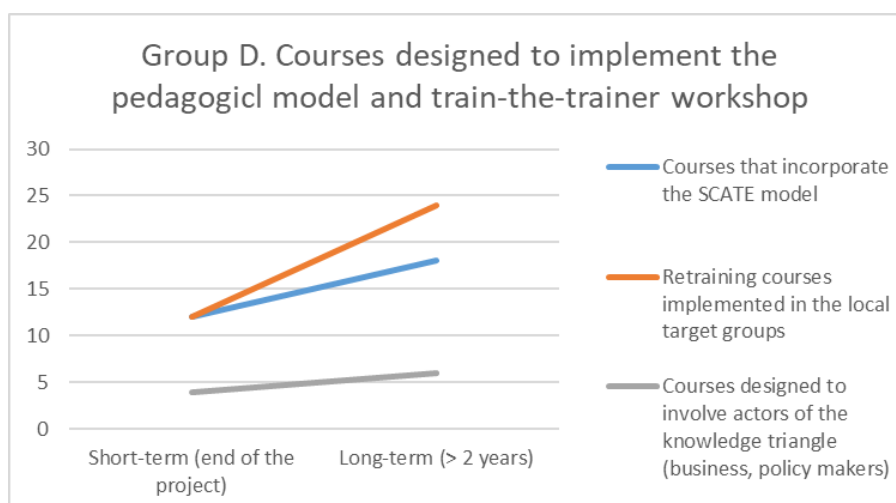


Figure 7: KPIs for sustainability of the INTERBA pedagogical courses and train-the-trainer model (D6.3) (Group D)

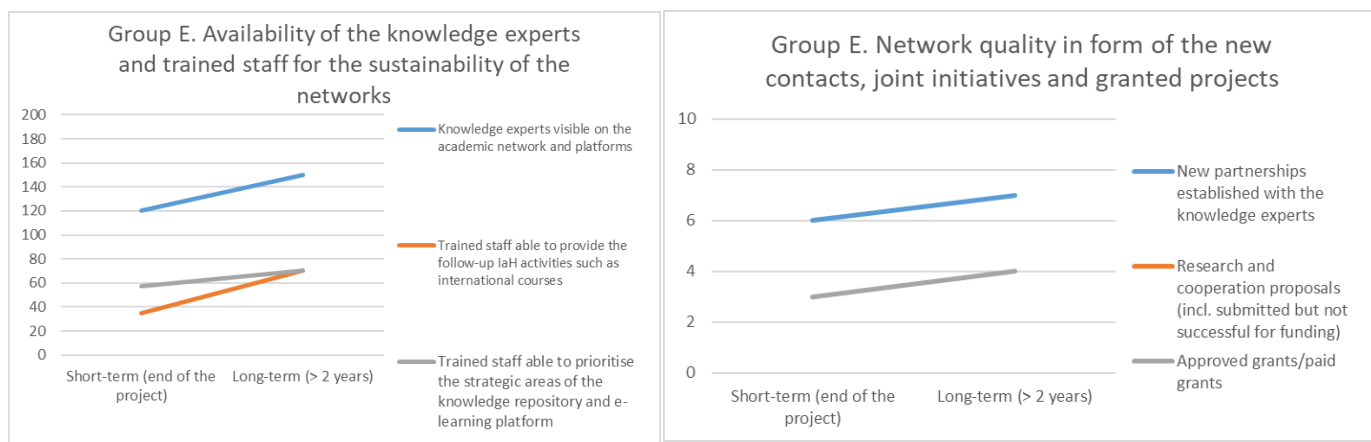


Figure 8: KPIs for sustainability of the INTREBA network of knowledge experts (D6.4) (Group E)

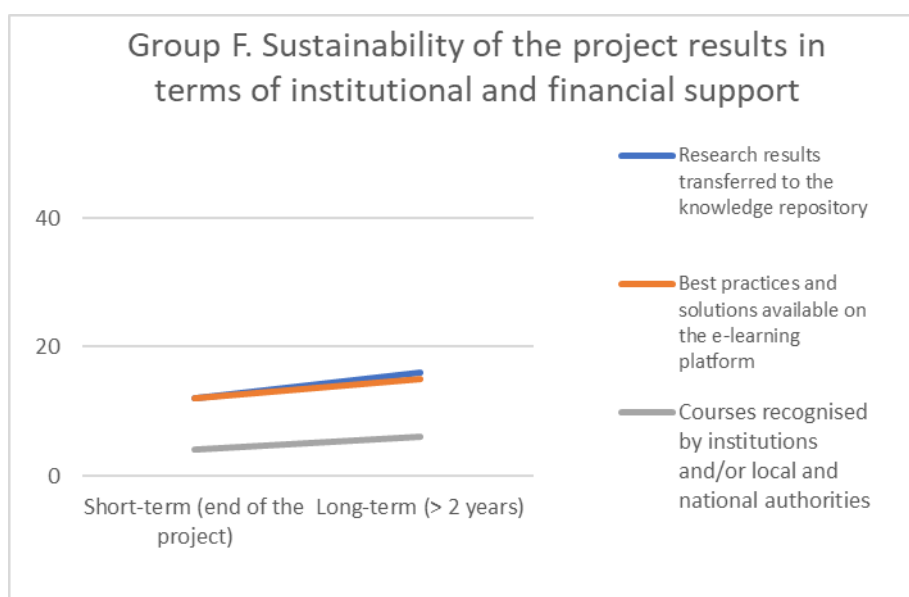


Figure 9: KPIs for sustainability of the project results in terms of the institutional and financial support (D8.2) (Group F)

6. Summary and recommendations

The consortium set SMART targets and means to achieve the sustainability of the INTERBA project. As noted above, there is a marked trend towards increasing KPIs for the follow-up phase of the project, but this also seems very commensurate and achievable.

The specific imperative for the success of project sustainability is that partner universities increase their exposure to various EU and national-funded programs and projects that enable them to enhance their knowledge, as well as their operational and financial capacities, in order to maintain the project's success. This can be a challenge for the different universities of the consortium, considering the heterogeneity of the consortium and the expert network, represented by the small and large, private and public universities with different disciplines and research focuses (technology, business, social sciences, etc.). Given the high competition among HEIs for EU funding, it is highly recommended to build further capacity and capabilities of HEIs in the fields of technology- and knowledge-transfer and innovations. It is also essential to further build the capacity of partner HEIs to prioritize research focuses according to the specific needs of regional ecosystems and smart specialization of the regions.

The main objective of the proposed INTERBA KPI system is to help structure the efforts of partner HEIs and monitor their performance using target indicators, to enable benchmarking among universities and improve performance in their ecosystems, to identify priorities and obstacles to the achievement of targets, and to enable better preparedness for any needs in the implementation of actions.

The INTERBA Action plan sets out the key sustainability actions arising from the specific sustainability plans and their objectives and details the sustainability related KPIs and responsible parties. At the same time, the Action plan does not include measures for the integration of sustainability actions and related KPIs between the different university units. It is therefore fundamental that each partner HEI creates mechanisms to integrate the measures and KPIs. In order to assist partner HEIs in this matter, the following Table 9 provides recommendations for specific integration efforts by partner HEIs.

Table 9. Activities for integrating the sustainability actions and achieving the target KPIs

Target	Integration activities	Partner HEI					
		UT	UET	UC	UP	UNTZ	UNMO
Integration of the sustainability actions	Identification of the university units involved in the implementation of the actions	+	+	+	+	+	+
	Alignment of responsibilities between the respective units/offices	+	+	+	+	+	+
Integration of the sustainability related KPIs	Alignment of KPI values among the respective departments/units	+	+	+	+	+	+
	Integration of the sustainability related KPIs into the reporting framework of the respective university unit	+	+	+	+	+	+

Establishment of monitoring and control mechanisms for the sustainability related KPIs	Development of internal measures for monitoring the sustainability related KPIs and their coordination among the respective university units	+	+	+	+	+	+
	Definition of specific responsibilities for the monitoring of KPIs and for the implementation of corrective actions and the related decision-making	+	+	+	+	+	+
	Definition of the boundaries of the processes affected by the measures necessary to improve the KPIs	+	+	+	+	+	+
	Setting periodic meetings to verifying the progress in achieving the targets and to determine corrective actions	+	+	+	+	+	+